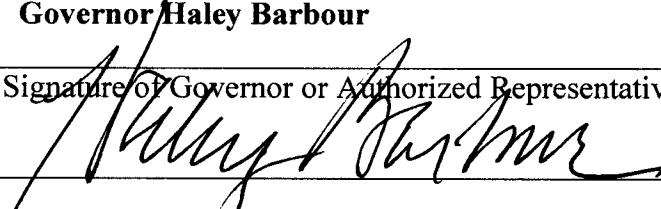
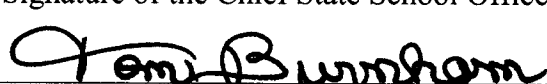


STATE FISCAL STABILIZATION FUND APPLICATION

PART 1: APPLICATION COVER SHEET (CFDA Nos. 84.394 and 84.397)

Legal Name of Applicant (Office of the Governor): Office of the Governor, State of Mississippi	Applicant's Mailing Address: P. O. Box 139 Jackson MS 39205
State Contact for the Education Stabilization Fund (CFDA No. 84.394) Name: Deb Biggers Position and Office: Director, MS Dept. of Finance & Administration, Office of Budget & Fund Management Contact's Mailing Address: P.O. Box 267 Jackson, MS 39205 Telephone: 601-359-5758 Fax: 601-359-6758 E-mail address: collied@dfa.state.ms.us	State Contact for the Government Services Fund (CFDA No. 84.397) <i>(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)</i> Name: same Position and Office: Contact's Mailing Address: Telephone: Fax: E-mail address:
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Governor Haley Barbour	Telephone: 601-576-2565
Signature of Governor or Authorized Representative of the Governor: 	Date: 3/29/11
Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Dr. Tom Burnham	Telephone: 601-359-1750
Signature of the Chief State School Officer: 	Date: 3-29-11

PART 2, SECTION B: EDUCATION REFORM ASSURANCES DATA

SPECIAL NOTES:

- In this portion of the application, please describe the State's current status for each indicator or descriptor in the State's Phase 2 SFSF application by completing the chart below and choosing a response for each pull down menu.
- If the State has met the reporting requirement(s) for each indicator or descriptor, please change the "Progress" column to "Completed" and provide the URL where the information can be found.
- If the State has not met the reporting requirement(s) for each indicator or descriptor, please specify the current status in the "Progress" column. Additionally, the State should update the URL(s) and/or State Plan(s) to reflect the most recent versions. (If the State cannot provide the State Plan through a URL, please attach the update plan to the end of this section).

Assurance (a): Achieving Equity in Teacher Distribution

Indicator	Progress	URL	State Plan
Indicator (a)(1): Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (a)(2): Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA)	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Descriptor (a)(1): Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (a)(3): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (a)(5): Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Descriptor (a)(2): Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (a)(6): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (a)(7): Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Assurance (b): Improving Collection and Use of Data

Indicator	Progress	URL	State Plan
Indicator (b)(1) element 1: A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 2: Student-level enrollment, demographic, and program participation information	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 4: The capacity to communicate with higher education data systems	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (b)(1) element 5: An audit system assessing data quality, validity, and reliability	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 6: Yearly State assessment records of individual students	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 7: Information on students not tested, by grade and subject	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 8: A teacher identifier system with the ability to match teachers to students	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 9: Student-level transcript information, including on courses completed and grades earned	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 10: Student-level college readiness test scores	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 11: Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 12: Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (b)(2): Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (b)(3): Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Assurance (c): Standards and Assessments

Indicator	Progress	URL	State Plan
Indicator (c)(1): Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(2): Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(3): Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (c)(4): Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(5): Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.	Completed	Choose item Updated URL: Insert m here	Choose item URL to State Plan: Insert URL here
Indicator (c)(6): Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(7): Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(8): Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(9): Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (c)(10): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(11): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (c)(12): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

degree) within two years of enrollment in the IHE.			
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Assurance (d): Supporting Struggling Schools

Indicator	Progress	URL	State Plan
Indicator (d)(1): Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(2): Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Descriptor (d)(1): Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

uses to identify such schools.			
Indicator	Progress	URL	State Plan
Indicator (d)(3): Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(4): Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(5): Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(6): Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(7): Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.	Less than 50%	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(8): Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

operating.			
Indicator	Progress	URL	State Plan
Indicator (d)(9): Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(10): Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(11): Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(12): Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.	Completed	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

PART 4, SECTION A: MAINTENANCE-OF-EFFORT (MOE) ASSURANCE

SPECIAL NOTES:

- In completing Part 4 of the application, please refer to Appendix C – Instructions for Part 4: Maintenance of Effort.
- The Governor or his/her authorized representative should check only those MOE requirements that he or she anticipates the State will meet. If the Governor or his/her authorized representative anticipates that the State will be unable to meet one or more of the requirements, he or she must sign the additional waiver assurance in Part 4, Section B.
- For the purpose of determining MOE, State support for public institutions of higher education (IHEs) must not include support for capital projects or for research and development or tuition and fees paid by students.

The Governor or his/her authorized representative assures the following (*check appropriate assurances that apply*):

_____ In FY 2009, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

_____ In FY 2010, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

_____ In FY 2011, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

_____ In FY 2009, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

_____ In FY 2010, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

_____ In FY 2011, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

---OR---

_____ To the best of his/her knowledge and based on the best available data, the State will be unable to meet any of the above-referenced maintenance-of-effort requirements.

Governor or Authorized Representative of the Governor (Printed Name):

No Change
Signature: _____

Date: _____

3/29/11

PART 4, SECTION B: MAINTENANCE-OF-EFFORT WAIVER ASSURANCE

SPECIAL NOTES:

- If a State anticipates that it will be unable to comply with one or more of the Stabilization program MOE requirements referenced in Part 4, Section A of the application, the State must provide the assurance below.
- States that anticipate meeting all of the Stabilization program MOE requirements should not complete the waiver assurance in this section of the application. *See Appendix C – Instructions for Part 4: Maintenance of Effort. The criterion for a waiver of the MOE requirements is provided in Appendix C.*
- The Department will be providing additional guidance to States regarding the process for applying for waivers of the Stabilization program MOE requirements.

The Governor or his/her authorized representative assures the following:

To the best of his/her knowledge and based on the best available data, the State meets or will meet the eligibility criterion for a MOE waiver for each of the Stabilization program MOE requirements that the Governor or his/her authorized representative anticipates the State will be unable to meet.

Governor or Authorized Representative of the Governor (Printed Name):

No Change

Signature:

Date:

**PART 5, SECTION C: STATE USES OF STABILIZATION
FUNDS TO MAINTAIN FISCAL EFFORT**

SPECIAL NOTES:

- Under section 14012(d) of ARRA, a State may treat any portion of Stabilization funds used for elementary, secondary or postsecondary education as non-Federal funds for the purpose of any requirements to maintain fiscal effort under any other program administered by the Department.
- For FY 2009 and FY 2010, please provide the amount of Stabilization funds that the State used to meet maintenance of effort requirements under the ESEA and IDEA.
- For FY 2011, please provide the amount of Stabilization funds that the State intends to use to to meet maintenance of effort requirements under the ESEA and IDEA.

Fiscal Year	Title I	IDEA	Other ESEA Programs (Please Specify the program)
FY 2009	\$0	\$0	
FY 2010	\$160,541,123	\$160,541,123	
FY 2011	\$128,365,837	\$128,365,837	
Total	\$288,906,960	\$288,906,960	

All of the ARRA SFSF funds were available to use in the determination of maintenance of effort (MOE) for both Title I and Special Education programs for the respective years. However, the actual amount of expenditures from ARRA SFSF needed, if any, in order for school districts to meet MOE requirements is unknown.